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ABSTRACT

An overview is presented of the actions of the General Assembly and the State Board of Education of North Carolina in authorizing a number of education proposals focusing on the accountability of school personnel. Progress highlights in the efforts to improve and maintain quality teacher preparation programs are outlined; these highlights cover such topics as competencies and guidelines for approved teacher education programs, initial teacher certification and evaluation of beginning teachers. An outline is provided of the eight performance criteria upon which teachers will be evaluated, not only for initial and final certification, but also for promotion up the career ladder. The four levels of differentiation in the Career Development Plan are listed: (1) initial status; (2) provisional status; (3) Career Status I; and (4) Career Status II. The requirements for attaining each status are described, and the appeal process for moving from one status to another is explained. Observations and evaluations for making recommendations for movement to Status I and beyond are outlined. (JD)

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NORTH CAROLINA COMPREHENSIVE PLAN

Juanita Floyd

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NORTH CAROLINA COMPREHENSIVE PLAN

Public elementary and secondary education is a labor intensive system. Employee salaries and benefits consume about 80 cents of each educational dollar. With that in mind, North Carolina has looked closely at the mechanisms through which teachers and other educational personnel are attracted, protected, retained, developed, and compensated to the end of improving the educational experience for young folks in the state.

In recent years, the General Assembly and the State Board of Education have authorized a number of significant education programs focusing on the accountability of school personnel. These new programs have affected the work roles of educators at every level and, have implications for directly impacting both salary and job opportunities. Some programs have received minimal funding while others await sizeable appropriations. Some programs have been fully implemented while others are in various stages of development. All are intricately related, one to another, and when viewed as a whole represent a systematic and comprehensive program to improve education and teaching in North Carolina.

In 1978, the State Board of Education and University Board of Governors through concurrent resolution pledged themselves to "quality assurance for professional personnel." The Resolution was a recognition that teacher preparation programs must be continually upgraded and maintained as a high level of quality to ensure the quality of professional personnel employed in the public schools of North Carolina. The cooperative effort began in 1978 and commonly called the Quality Assurance Program (QAP) has evolved into a comprehensive approach to improve the quality and effectiveness of teacher preparation programs and of teachers completing those programs.

The 1984 Regular Session of the General Assembly in Chapter 1103, House Bill 1567 entitled An Act to Enact the Elementary and Secondary School Reform Act of 1984," Section 6(b) directed the State Board of Education to submit a plan to upgrade teacher preparation programs that will maintain the highest quality teacher education programs.

The following represents progress highlights in the efforts to improve and maintain quality teacher preparation programs.

1. Competencies and Guidelines for Approved Teacher Education Programs were developed and adopted by the State Board of Education in May, 1983. Task-groups and subcommittees developed teacher education program exit competencies for general education, professional education, and subject matter specialization in twenty-nine areas of certification. The competencies identify the knowledge and skills a person should possess upon completion of an approved teacher education program. The forty-four colleges and universities are currently reviewing and revising their teacher education programs to assure that teacher education graduates will achieve the identified competencies in their particular area of preparation.

2. The State Board of Education adopted in May, 1983 new "Standards for the Approval of Teacher Education Institutions and Programs In North Carolina.

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Approval of teacher education programs in North Carolina is the responsibility of the State Board of Education and a prerequisite to an institution's recommendation for certification.

a. Lengthening of the student teaching experience from eight to a minimum of ten weeks.

b. Successful completion of the Communication Skills and General Knowledge Test of the National Teacher Examinations as a prerequisite to formal admission to an approved teacher education program.

c. Joint endorsement by college/university supervisor and public school supervisor attesting to the successful completion of the student teaching experience.

d. Development of formal, collaborative agreements between college/universities and public school systems regarding student teaching activities including selection, responsibilities, supervision, and outcomes desired from the student teaching experience.

e. Improved advisement, counseling, and progress/performance records of teacher education students.

3. In March, 1983 the State Board of Education and University Board of Governors adopted in Resolution the Communications Skills and General Knowledge Tests of the National Teachers Examinations for use as formal admission to an approved teacher education program. The State Board of Education, in consultation with the UNC-General Administration, adopted in June, 1984 minimum scores for formal admission to an approved program.

4. Under the Quality Assurance Program effort, teacher preparation has been extended to a "six-year" preparation program consisting of the regular four-year formal preparation program offered at the institutions of higher education culminating in an initial two-year teaching certificate. The two-year period of initial certification provides the new teacher with an opportunity for continued growth and refinement of skills along with the demonstration of successful teaching performance. Upon the completion of two years of successful performance with the initial certificate, a continuing/professional certificate renewable each five years will be issued. The issuance of the first initial certificates occurred in January, 1985.

5. Plans that have been developed call for the implementation of an Initial Certification Program designed to assist and support the continued professional growth, orientation, and assimilation of initially certified teachers. The Initial Certification is designed to offer the necessary support for an individual's professional growth during the first two years of employment. A support team or mentor, periodic assessment of skills, satisfactory evaluations of performance, and completion of a professional development program assist the employee to document satisfactory performance. Satisfactory performance for teaching is determined by assessment using the Teacher Performance Appraisal System/Initial Certification.

Each initially certified employee entering the profession for the first time is required to participate in the Initial Certification Program for two years. Personnel employed in North Carolina who have had previous experience in other states will participate for the two-year period, in appropriate experiences based on individual needs. These experiences will be determined by a support team or a mentor and the principal and will be individually prescribed in terms of type and duration based on the level of functioning on the performance appraisal instrument. Upon successful completion of all certification requirements and recommendation from an employer with an approved plan, the employee is for continuing certification and further career growth in the profession.

6. Plans have been made to collect performance data (classroom effectiveness) from initially certified teachers during their first two years of teaching. Data should indicate strengths, deficiencies, and weaknesses of initially certified teachers by the respective preparation institutions. Data would be provided to respective institutions and used in the program approval process.

Another effort which is intended to support the attraction of desirable prospective teachers in the scholarship loan fund. It is a loan fund for prospective teachers which was established by the General Assembly in 1957 and has provided scholarships each year since that time in varying amounts for a total of 11,910 prospective teachers. Approximately 65% of the 11,910 prospective teachers have taught or are teaching in the public schools of North Carolina. The scholarships/loans normally have been awarded for a four-year period and preference has been given to graduating high school seniors.

The 1984 session of the General Assembly appropriated $400,000 to create a scholarship/loan forgiveness fund for top high school students interested in a teaching career. The intent of the legislation was to appropriate sufficient funds in future years to continue each scholarship for four years and to provide 200 new scholarships every school year through 1987-88. Beginning with the 1987-88 school year, 800 scholarships would be provided each school year. The criteria for awarding scholarships are measures of academic performance including grade point average, scores on standardized tests, class rank, and recommendation of guidance counselors.

Concurrent with attention to the teaching profession concerns have been expressed regarding administrators. The 1984 Regular Session of the General Assembly in Chapter 1103, House Bill 1567, Section 5, directed the State Board of Education to develop a Quality Assurance Program for Administrators for subsequent recommendation to the General Assembly by March 1, 1986. To carry out this work, the State Board has authorized a task force structure to design a Quality Assurance Program for Administrators.

The Task Forces are addressing three components of a Quality Assurance Program for Administrators. These components include: (1) review and appropriate revision of competencies and guidelines for administrator preparation programs including internship experiences at the college/university level; (2) residency/apprenticeship program experiences during two-year initial certification of administrators; and, (3) a service delivery system that will provide appropriate and efficient staff development activities for initially certified administrators.

Another area that has been of concern has been the issue of defining and assessing effective teaching. In 1980, the General Assembly mandated the establishment of uniform performance standards and criteria to evaluate professional public school personnel. Following that job descriptions and performance standards and criteria were developed for each category of certificated personnel. Using the best of what was available at that time consensus based models were developed.

Over the last few years a great deal has happened in the way of research related to effective schools and effective teaching. Research based criteria has now been identified to measure teacher effectiveness. These criteria were related to previously identified competencies. These competencies have been incorporated into the state mandated teacher evaluation system and is currently being field-tested in 40 of the local education agencies in North Carolina. The eight function areas with identifiable teaching practices from research are:

1. MANAGEMENT OF TIME -- Has materials ready; starts class quickly; gets student on task; maintains high time on task.

2. MANAGEMENT OF STUDENT BEHAVIOR -- Rules - Administration matters; verbal participation/talk; movement; frequently monitors; stops inappropriate behavior.

3. INSTRUCTIONAL PRESENTATION -- Begins with review; introduces lessons; speaks fluently, precisely; presents understandable lesson; provides relevant examples; ensures high rate of success; asks appropriate levels of questions; conducts lesson at brisk pace; makes smooth transitions; makes clear assignments; summarizes main points.

4. INSTRUCTIONAL MONITORING -- Maintains deadlines, standards; circulates during classwork; uses work products to check student progress; poses questions clearly.

5. INSTRUCTIONAL FEEDBACK -- Feedback - In-class work, out-of-class work; affirms correct answer quickly; provides sustaining feedback.

6. FACILITATING INSTRUCTION -- Instructional plan compatible with school/LEA goals; diagnostic information to develop and revise tasks; accurate records; curriculum alignment; available resources support instructional program.

7. INTERACTING WITHIN EDUCATIONAL ENVIRONMENT -- Treats all students in a fair and equitable way; communicates effectively.

8. PERFORMING NON-INSTRUCTIONAL DUTIES -- Performs non-instructional duties as assigned; adheres to laws, rules, regulations; follows plan for professional development.

In the implementation of this system multiple observations are required and the following six-point rating scale is being field-tested:

6. Superior — Performance within this function area is consistently outstanding. Teaching practices are

		demonstrated at the highest level of performance. Teacher continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.
5.	Well Above Standard	Performance within this function area is frequently outstanding. Some teaching practices are demonstrated at the highest level while others are at a consistently high level. Teacher frequently seeks to expand scope of competencies and often undertakes additional, appropriate responsibilities.
4.	Above Standard	Performance within this function area is frequently high. Some teaching practices are demonstrated at a high level while others are at a consistently adequate/acceptable level. Teacher sometimes seeks to expand scope of competencies and occasionally undertakes additional, appropriate responsibilities.
3.	At Standard	Performance within this function area is consistently adequate/acceptable. Teaching practices fully meet all performance expectations at an acceptable level. Teacher maintains an adequate scope of competencies and performs additional responsibilities as assigned.
2.	Below Standard	Performance within this function area is sometimes inadequate/unacceptable and needs improvement. Teacher requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.
1.	Well Below Standard	Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Teacher requires close and frequent supervision in the performance of all responsibilities.

To help in the implementation of this program, a 30-hour training program has been developed in an effort to provide staff development which will improve the quality of teaching and the achievement of students. Each of the ten components of the training package is based on research and linked to student achievement. Eight of the topics form the content of the teacher's performance appraisal instrument. The North Carolina Effective Teaching Program is based on an adult education model that uses a participant oriented approach. This process enables a person to contribute perspectives unique to his/her own experience and to apply learning to "back home" situations. Discussion, role plays, simulations, case studies, mini-lectures, and observation are ways of sharing information and exploring ideas.

The training sessions are divided into five (5) modules. Planning Skills (Sessions 1-3) deals with the participants' expectations for learning, management of time and instructional preparation. Instructional Skills (Sessions 4-6) deals with instructional feedback, instructional presentation skills, and instructional monitoring. Behavior Management Skills (Session 7) deals with the appropriate management of student behavior. Human Relations (Session 8) deals with effective social interaction or communication within the educational environment. Professional Growth Skills (Sessions 9-10) deals with work related activities and responsibilities, and the evaluation of learning. The training is designed to prepare educators to recognize and apply the effective teaching practices identified over the last few years in numerous research studies. Each of the ten sessions addresses what the educator needs to know, understand, and do in order to be an effective classroom teacher. Practices supported by research are presented organically and cover the entire teaching/learning process. Each session is linked to the next in an interdependent way.

Though the Effective Teaching Program is independent, it provides the foundation for other programs. The Initial Certification is designed to offer the necessary support for an individual's professional growth during the first two years of employment. A support team or mentor, periodic assessment of skills, satisfactory evaluations of performance, and completion of a professional development program assist the employee to document satisfactory performance. Satisfactory performance for teaching is determined by assessment using the Teacher Performance Appraisal System/Initial Certification.

Each initially certified employee entering the profession for the first time is required to participate in the Initial Certification Program for two years. Personnel employed in North Carolina who have had previous experience in other states will participate for the two-year period, in appropriate experiences based on individual needs. These experiences will be determined by a support team or a mentor and the principal and will be individually prescribed in terms of type and duration based on the level of functioning on the performance appraisal instrument. Upon successful completion of all certification requirements and recommendation from an employer with an approved plan, the employee is eligible for continuing certification and further career growth in the profession.

Programs like initial certification and effective teaching evolved, a deluge of national reports appeared, and the feelings of educators, the general public, and legislators expressed growing concern over attracting and keeping the best possible educators. These concerns triggered activities which have led to the passage of legislation and the implementation of the following pilot program.

According to 1985 legislation, the North Carolina Career Development Plan is designed "to attract and retain the best people in teaching and school administration"---,--"Therefore it is the policy of the state of North Carolina to provide an adequate base salary for and to encourage differentiation of all teachers and school administrators." The plan is designed to "improve the quality of classroom instruction, to increase the attractiveness of teaching, and to encourage the recognition and retention of high quality teachers." The plan is based on continuous, comprehensive evaluation of performance as indicated by multiple sources of information. Classroom performance is a

significant part of the evaluation process and evaluation is based on indicators associated with effective classroom practices and other criteria.

There are four levels of differentiation in the Career Development Plan as follows:

Initial Status -- The first two years of employment in the position.

Provisional Status -- The third year of employment in the position.

Career Status I -- Commencing with the fourth year of employment in the position. All employees must reach this level in order to continue employment in the position.

Career Status II -- Commencing with the seventh year of employment. Requires performance that is well above standard or superior. Movement to this level is optional. The person must initiate the application for consideration for Career Status II.

Initial Status

During the first and second years of employment, the teacher is assigned "initial status" and is paid according to the State base salary schedule. A mentor and/or support team is assigned to the teacher for assistance and professional development. The teacher is formally observed at least twice each year by the principal or the principal's designee and at least twice each year by a trained evaluator. The teacher is a graduate of an approved program, holds a non-renewable, two-year Initial Certificate and is employed under a non-continuing contract.

In order to qualify for a renewable Continuing Certificate, the teacher must (1) demonstrate progressive improvement of teaching skills by the end of the period of initial certification as evidenced by "at standard" evaluations on performance criteria; and (2) demonstrate continued professional growth as evidenced by completion of a professional improvement program by the end of the second year. Upon completion of certification requirements established by the State, teachers at the Initial Level may be recommended for provisional designation.

The teacher at the Initial Level may or may not be extended a second year non-continuing contract for employment by the local administrative unit. In the case of non-renewal of a non-continuing contract for second-year employment the teacher maintains the initial teaching certificate and may be employed as a second-year Initial Level teacher in another school unit.

Provisional Status

During the third year of employment, the teacher who is fully certified by receiving a Continuing Certificate is assigned "Provisional Status" and is paid on the State base salary schedule. The teacher is formally observed at least twice by the principal or the principal's designee and at least twice by a trained evaluator.

If a teacher in a pilot system has successfully completed at least 30 hours of effective teacher training designed by the State Board, the teacher will receive a one-time stipend of five hundred dollars ($500.00). A teacher who does not successfully complete the program will not receive any part of the stipend and will not be eligible to participate in the plan. If the teacher does complete the program successfully and if the teacher's evaluations have been satisfactory or better, the principal may recommend to the superintendent and the superintendent shall review the evaluations and may recommend to the Board the teacher for reemployment in Career Status I, at the end of the provisional year. If the teacher has not completed the training or if the teacher's evaluations have not been satisfactory, the principal may recommend the teacher for contract termination.

A newly employed teacher holding a current continuing certificate will be allowed lateral entry as a provisional teacher within the employing LEA. This person shall be required to demonstrate competence in the teaching skills required for both Initial and Provisional Levels.

Career Status I

A teacher shall have "Career Status" if the teacher was recommended for Career Status I and if the teacher is reemployed by the Local Board of Education for a fourth year. The teacher will receive a salary of one step over the State base salary that otherwise would have applied. While in Career Status I, the teacher is formally observed at least once a year by the principal or the principal's designee and may also be observed by a trained evaluator if the principal deems it appropriate and if a trained evaluator is available.

Career Status II

No earlier than the third year in Career Status I, a teacher may apply for Career Status II. During the year the teacher applies, the teacher is observed at least twice by the principal and at least twice by a trained evaluator. The teacher will also prepare and submit a portfolio that includes the teacher's attendance records, indicators of professional growth, any unique assignments or leadership roles, valid certification, acceptable ratings on recent evaluations, additional duties and responsibilities and the time they required, the teacher's relationships with peers and parents, and the teacher's years of experience. If the teacher's evaluations have been "well above standard" or "superior" as defined in the Performance Appraisal System, the principal may, on the basis of the evaluations, the portfolio, and any interview, recommend to the superintendent and the superintendent shall review the evaluation information and may recommend to the board the teacher for promotion to Career Status II. If the teacher is not recommended for promotion to Career Status II, the teacher shall remain in Career Status I.

In Career Status II, the teacher will receive a salary of two steps over the base salary that would otherwise have applied. The teacher will be formally observed at least once by the principal or the principal's designee the year the teacher is granted this status. Subsequently, the teacher will be formally observed once every two years by the principal or the principal's designee and may be evaluated more frequently, in the discretion of the principal.

A Career Status II teacher whose evaluation indicates that the teacher is not maintaining well above standard or superior performance will be formally observed at least twice by the principal or the principal's designee and at least twice by a trained evaluator during the next year. If these additional observations indicate the teacher is not maintaining well above standard or superior performance, the principal will recommend that the teacher be reclassified to Career Status I. If the teacher is reclassified the teacher will receive only the salary appropriate for a teacher in Career Status I.

Career Status III

Beginning in February of 1986, the State Board of Education must report to designated members of the General Assembly on the continuing development and implementation of the Career Development Plan. The report shall include the recommendation of each pilot unit regarding criteria for the establishment of Career Status III. Career Status III might provide for a salary two steps above what a teacher would otherwise have received.

A parallel Career Development Plan has been developed for administrators.

The plan for instructional support personnel is the same as for teachers with the following modifications:

-- The person must hold the appropriate certification for the position.

-- Those positions requiring higher certifications shall receive additional increments according to the certificate and degree held.

-- Evaluators should include those program persons to whom the employee is responsible and shall be trained in the Performance Appraisal System process.

-- The Performance Appraisal System criteria which have been adopted for these various positions shall be utilized in the evaluation of performance. These standards are included in the appendix.

-- During the 1985-86 year, additional details for these various positions will be developed and refined and added to this implementation guide.

APPEAL PROCESS

An employee not recommended for Career Status II may request a review by a three-member appeals panel chosen from a roster of trained evaluators. One member of the panel shall be chosen by the principal and/or superintendent and approved by the superintendent, one shall be chosen by the employee, and one shall be chosen jointly by the principal and/or superintendent and employee. The panel shall report its findings to the employing local board of education and the local board shall take final action on the matter.

A Career Status II employee may move voluntarily to Career Status I. A Career Status II employee recommended for reclassification may request a review of the decision by a three-member appeals panel chosen from a roster of trained

evaluators. One member of the panel shall be chosen by the principal and/or superintendent and approved by the superintendent, one shall be chosen by the employee and one shall be chosen jointly by the principal and/or superintendent and employee. The panel shall report its findings to the employing local board of education and the local board shall take final action on the matter. An involuntary reclassification shall not be considered a demotion.

ELECTIVE OPTION

An individual employed by a local board of education prior to the implementation in that local school administrative unit of a plan applicable to that employee may opt to participate in the plan or to continue under the system of employment in effect prior to implementation of the plan. If an employee opts to participate in the plan, that employee may opt out of the plan at any time: provided, however, an employee may opt out of the plan only once during the pilot.

If an employee opts out of the Career Development Plan, the employee's salary shall be the salary applicable to him on the state base salary schedule.

A person employed by a local board of education after the implementation in that local school administrative unit of a plan applicable to him shall participate in the plan and may not elect to be under a system of employment in effect prior to the time the person was employed.

EVALUATORS

Prior to July 1, 1986, each local board of education will select and train evaluators to assist in the process of employee evaluation. Each evaluator must be a participating educator and be employed by the local board. Evaluator training will be held in accordance with State Board procedures utilizing a state-adopted training program and rules for their employment.

OBSERVATIONS/EVALUATIONS

For the purpose of making recommendations for movement to Status I, a schedule of observations/evaluations shall be established during 1985-86 for teachers, administrators, and instructional support personnel who participate in the plan.

Observations:

Teachers	--	Twice by principal
	--	Twice by evaluator
Instructional Support Personnel	--	Twice by principal or designated program administrators
	--	Twice by evaluator

Administrators	--	Four times by the Superintendent or his designee with the assistance of a trained evaluator. These observations/ evaluations may be combined on the part of the trained persons with the result that observations/evaluations will be repeated over an appropriate period of time.

Of these observations, at least one shall be announced at the discretion of the observer. This observation shall include a pre-observation conference. All observations shall include a post-observation conference.

The post-observation conference should occur shortly after the observation episode and be a summary assessment of what was observed. The person being observed shall be provided a copy of this summary assessment by the observer/ evaluator.

Information gathered during these observations shall become part of the data reviewed at the time of the annual summative evaluation.

Observations will be cooperatively scheduled by the local Career Development Coordinator, trained evaluator, principal, and/or superintendent or designees at times that can reasonably be agreed upon with the person to be observed.

Evaluations

There shall be one summative evaluation per year utilizing data gained during observations. The summative evaluation form will be completed and signed by the principal, superintendent, or designee. The form may also be signed by the trained evaluator(s) who assisted in the observation process. The principal, superintendent or designee shall conduct the summative evaluation conference and may include the evaluator(s) who assisted in the observations. The person being evaluated shall sign the form to signify that it was discussed.

Only information gained during observations shall be available to evaluators. All other personnel data shall remain confidential and known only to those already designated for access.

In the evaluation of administrators, the superintendent reserves the right to make use of evaluators in the observation process.

Decisions for Career Status I will be made by June 12, 1986.

TRAINING ACTIVITIES

Effectiveness Training

During the 1985-86 development year, training sessions will be conducted at the state level for trainers and at the local level by these trainers for local participants in the plan. The 30-hour effective teaching series will used.

Evaluator Training

In addition to the effective teaching trainers, local evaluators will be expected to successfully complete a series of sessions on evaluation topics.

PORTFOLIO

The professional career portfolio is originated during the educator's work experience in initial status. During this period, both teachers and administrators will develop a professional growth plan which will outline the person's short and long range professional goals, indicate the expected activities which will be undertaken to accomplish those goals, and establish timelines and measures to assess completion. This plan is developed cooperatively with those assigned to assist as support persons. The professional career portfolio will be the repository of this plan.

During the year a teacher or administrator applies for Status II, the person shall prepare and submit a portfolio that includes the employee's attendance records, indicators of professional growth, any unique assignments or leadership roles, valid certification, acceptable ratings on recent evaluations, additional duties and responsibilities and the time they required, the person's relationship with the employee's peers and with parent, and the person's years of experience.

The professional career portfolio should be located in the principal's office of the teacher's school, or in the office of the superintendent or administrator.

During the phase-in period, teachers and administrators already employed will be required to develop a professional career portfolio containing these materials.

STATE AND LOCAL STEERING COMMITTEES

Each pilot LEA has appointed a local steering committee which is representative of the local school unit. Included are:

- Teachers -- From various grade levels and type of areas such as vocational education, academics, physical education, cultural arts, media, social work, psychologists, etc.
- Principals -- Representing elementary, middle/junior high, secondary, large/small, rural/urban situations.
- Curriculum Specialists -- Representing the various areas of supervision/curriculum/instruction.
- Other Administrators -- Representing the various program areas.
- Lay Public -- Various citizens who perhaps already serve in advisory situations.
- Board Members

Functions of the local steering committee are to assist in the implementation of the pilot/field-test strategies, to assess their effectiveness, and to made recommendations about alternative approaches. In accomplishing these tasks, the larger group may be divided into smaller sub-committees which will address individual concerns. Meetings will be scheduled and feedback provided to the larger group for discussion. Reports will be required from the local steering committee which will provide the State Steering Committee with information about the degree fo progress of the pilot, concerns which have developed, and alternative approaches which should be considered. Staff of the SDPI will participate as needed in local steering committee sessions.

State Steering Committee

Each local steering committee has selected three of their members to serve as members of a State Steering Committee. Included is a teacher, a principal, and the superintendent or designee. As a group, the State Steering Committee meets to hear reports of progress, consider the concerns which might be expressed about the effectiveness of various implementation strategies within the individual pilot LEAs, and make recommendations regarding revisions to the plan, or aspects of the process for its implementation. To the State Steering Committee is added a group of eight local school board persons who have been recommended by the State School Board Association, one from each educational district. Periodic meetings for the State Steering Committee continue to be scheduled throughout the pilot period, with additional sessions of various sub-committees to consider various specific aspects of the pilot implementation. Staff of SDPI will conduct these meetings.

At both the local and state steering committee levels, there will be need to consider particular aspects of the plan and its implementation. Included might be consideration of such concerns as:

-- The formation of criteria for the accelerated awarding of status during the phase-in period.

-- The availability and delineation of various responsibilities for Status II teachers.

-- The unique needs of special groups such as school psychologists, counselors, media specialists, trade and industrial staff, speech-language specialists, etc.

-- The training needs of mentors, peers, and other persons, and ways to utilize them for support of beginning and experienced teachers.

Reports of these and various other concerns will be made to the local and state steering committees and will become topics for scheduled meeting agendas. Staff of the SDPI will participate in these meetings.

EXTRA RESPONSIBILITIES

A Career Status II teacher may apply for additional responsibilities during the ten-month school year. Responsibilities for which an employee may apply and be selected are based on the needs of the local school administrative

unit and may include being a mentor teacher, supervising student teachers, curriculum development, being a staff development leader/coordinator, and serving as department chairman or grade chairman. For these duties, an employee will receive an additional one-half percent of the employee's annual salary for each month during which the employee performs each additional responsibility.

A Career Status II teacher may also apply for employment during the summer in teaching, curriculum development, and staff development. The employee's salary and benefits during the summer will be at the same rate as the employee's base salary during the previous ten-month school year.

RECOGNITION OF HIGHER DEGREES AND CERTIFICATES

At any level of status, the employee will receive additional pay in recognition of higher degrees and/or certificates as follows:

-- Masters Degree -- Additional two steps

-- Advanced Certificate in Area of Assignment -- Additional specified increment

-- Advanced Certificate and Doctorate in Area of Assignment -- additional specified increment

PILOT EVALUATION ACTIVITIES

Throughout the field-test period, the State Department of Public Instruction, with appropriate assistance from LEA personnel, will conduct a series of thorough evaluation procedures according to an approved evaluation plan. Evaluation will be objective-based and include study and analysis of the degree of accomplishment of each specific objective (summative evaluation), and of the appropriateness and success of each activity/strategy carried out for each objective (formative evaluation) so that both the process and the outcomes of implementation will be assessed. Results of the evaluation will provide information to modify/revise the North Carolina Career Development Plan, materials and procedures prior to statewide implementation. This information will be reported to the State Board of Education, participating pilot LEAs, and statewide. Similar evaluation will be conducted for the first several years of statewide implementation in pilot and other LEAs. The evaluation plan with timelines is included in the appendix.

The above mentioned programs has all evolved fairly independently. Now, for the first time, it is possible to see all the pieces begin to fit together into an integrated program with the different pieces being inter-dependent. The program now provides the skeleton for an entire career.

It is an exciting time to be involved in education in North Carolina. The climate is right for things to happen that will have significant impact of the educational experiences for the students. It is imperative that those in leadership positions do whatever is necessary to take advantage of this. If this opportunity is "blown" such may not present itself again in the near future.